

Inspection date	06/06/2014
Previous inspection date	16/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The highly experienced childminder has an outstanding knowledge of how children learn and a very secure knowledge of each child's individual needs. This enables very successful promotion of children's care and learning.
- The childminder has a very high expectation of herself and the children. She uses her professional knowledge and understanding of how children learn through exciting, fun and challenging play opportunities, to provide an educational programme that stimulates and engages all children.
- This is a welcoming and calm environment where young children develop strong attachments with the childminder. This results in children being happy, confident and sociable in the setting.
- The setting is safe and organised well by an experienced childminder who ensures children are protected and safeguarded successfully.
- Children's needs are outstandingly well met through highly effective partnerships between the childminder, parents, teachers and outside agencies.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play room and the outdoor area.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation.
- The inspector took account of the views of parents and carers from written references.
- The inspector spoke to the children during free play.
- The inspector checked the suitability and qualifications of the childminder.

Inspector

Hayley Gardiner

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works from the home of her ex-husband, who lives with their adult son. He is also registered as a childminder but is going to be retiring this year. The whole of the ground floor and the rear garden are used for childminding.

The childminder visits the shops and park on a regular basis. There are currently 11 children on roll. Three children are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.10am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the excellent range of challenging activities that are provided for the older children by giving them extra real life experiences. For example, by providing a selection of real construction materials, such as, wood, crates and bricks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has more than 20 years experience in a childcare setting. Her wide range of knowledge of child development and the quality of her teaching is outstanding. Children continually develop new skills and make rapid progress in their development. This is because the childminder effectively enables children to learn in different ways, by giving them time to explore for themselves and providing stimulating planned experiences. As a result, children are exceptionally well prepared for their next stage in learning. The childminder makes detailed observations of children's learning and uses these to precisely identify their starting points and continually examine and assess their progress. Parents are continually informed of their children's development, so they are kept up-to-date about how they are progressing. Parents are actively encouraged to contribute to all aspects of the observation, assessment and planning cycle for their children. Parents are also encouraged to inform the childminder about their children's achievements at home. Parents comment that they are particularly delighted with the progress their children are making. This enables her to plan accurately for the next steps in their learning as she has a good knowledge of their development both in and outside her setting.

The childminder shows an exceptional understanding of how to promote children's communication and language development. She constantly engages them in conversation so they become fully engrossed in hearing the spoken word. Older children are given

tailor-made French and German lessons from a qualified language teacher who comes to the setting. As a result, the children are gaining a better understanding of the different languages ready for their move to the local comprehensive school. Children's ideas are valued, which means they are motivated to contribute, while at the same time the childminder sensitively extends learning by bringing in more complex words to describe objects. The childminder has been encouraging younger children to explore different words that mean the same thing. For example, the childminder asked children to not use 'good' this time but find new words, such as excellent, fantastic, or great to describe things or events. Children are very confident to speak to visitors and show them what they are doing. The children also spoke to the inspector about their home life and the exciting activities in the setting. This shows that they feel safe, secure and have excellent self-esteem. This is a very well-resourced setting, both indoors and outdoors. Children have excellent opportunities to develop their understanding of mathematics, reading, writing and technology. Children use their imaginations very well in play and are physically very capable. The childminder instinctively challenge and extend children's thinking as they play. There is an extremely high level of willingness from children to take control and participate because they feel very much part of the decision making process.

The childminder provides children with excellent opportunities to think by skilfully questioning them during play. Children think about the answer carefully and respond appropriately. For example, she asks a child 'What do you want to do?' The child responds by pointing to an activity and she then takes herself off to the activity independently. Children are asked questions freely in play, such as 'What's your favourite colour?' and 'What is this shape?' and 'What can we do with this?' Lots of praise is given for their successful answers, boosting children's self-esteem in preparation for school. Further learning opportunities, such as snack time, encourage children to develop friendships and personal, social and emotional skills. Children freely select play resources of their choice from the play room and younger children show particular interest in sensory play, including pegs, gel bottles and wooden hoops.

The contribution of the early years provision to the well-being of children

The childminder supports children's emotional welfare and shows a consistently detailed knowledge of children, their routines and their preferences. Therefore, she can provide excellent support for children's emotional well-being, which consequently enhances children's learning. Transition procedures between the setting and home are very well designed. Children are supported into the setting very well, which aids familiarity and well-being. Consequently, the children feel confident as they settle into the setting. The childminder is highly skilled in recognising the individuality of each child and providing for their different needs and interests. Toddlers are confident to explore their surroundings, safe in the knowledge they have the support of a nurturing adult and they feel secure. They form close attachments to the childminder and as they get older they begin to enjoy cuddling close to the childminder to sing and talk about their own experiences.

The relationship between the childminder, the children and their parents is highly effective in ensuring outstanding care for all children. Children feel very secure and thrive because they form very secure emotional attachments. The childminder work closely with parents

from the start of their child's learning journey, gathering information, including details of any specific needs, information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The childminder plans effectively to make sure children are happy and have plenty of attention to make them feel special.

Exceptionally good attention to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as fruit, vegetables and cheese. Children enjoy fresh air and exercise. Children delight in using the local community for trips and outings which further promotes aspects of their physical play. For example, regular trips to the park and woods support children's physical development and enrich their understanding of the wider world. The outdoor area is very well resourced. Children make choices to play outdoors when they wish. They choose from a selection of activities, including role play, sand and water play. Children use their imagination to aid and create play. However, occasionally, opportunities to provide children with extra challenge and a real life experience are overlooked, for example, when older children construct outdoors they are not given real materials, such as wood, bricks or crates. The childminder is highly skilled in encouraging children's independence, inclusion and learning during play and daily routines. She talks about what they are doing so that children understand risks. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children comply fully with expectations and learn to keep themselves extremely safe in an emergency through practising the escape plans. Becoming increasingly safety aware, making friends and learning self-care skills, means children gain essential skills and attitudes to support their future move to other settings or to school. Children are extremely well prepared for the move to school and their future learning. The childminder has developed good links with the schools, nurseries and pre-schools. She regularly attends meetings with schools, parents, and other professionals to ensure children are safe, protected and their individual needs are fully met.

The effectiveness of the leadership and management of the early years provision

This inspirational practice encourages an extremely inclusive environment, where adults and children feel valued and respected. Children's care, welfare and learning are significantly enriched by the highly effective way in which the setting is led and managed. The childminder's passion, commitment and enthusiasm is infectious, having an extremely positive impact on children. The contribution of all parents and children is acted upon to ensure the provision is of a high quality so that all children's needs are met. The childminder demonstrates an outstanding knowledge of the learning and development requirements. She is extremely pro-active in monitoring the setting and evaluating her own practice to provide an inspiring learning environment for children to excel in. She plans stimulating and exciting activities to provide children with challenge and to support each child in their own learning and development. A self-evaluation document and action plans are completed to constantly monitor the provision and the learning environment for children. The childminder has an extremely high expectation of herself to ensure she can provide an excellent learning environment for children. The childminder has an extensive training record and ensures her professional development is personalised to her own

needs and to those of the setting.

The childminder has a very secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended regular training covering child protection, health and safety and differing medical conditions. Very detailed and inclusive policies and procedures are in place to cover all aspects of the provision and these, consequently, help her effectively meet the needs of each and every child. This enables the children to have fun in a calm and tranquil environment and parents can relax in the knowledge that children are extremely well cared for. Children's welfare is expertly safeguarded as the childminder has a comprehensive knowledge of the safeguarding policies and procedures. Completion of training with regard to child protection means she is fully up-to-date with current best practice. She is skilled in effectively recognising any child who may be at risk of harm and take the appropriate action. Robust risk assessments of the premises, completion of regular fire drills and being qualified in first aid, means children's well-being is never compromised.

Children's needs are met to an outstanding level through highly effective partnerships between the childminder, parents and outside agencies. Parents praise the childminder and the service she provides. They comment how 'outstanding and caring', 'welcoming' and 'flexible' the childminder is and how their child 'never wants to leave'. School teachers are also invited into the setting to talk at length with the children's key workers. Children are accompanied into the school with childminder to ensure they know their new surroundings. This, the sharing of information, about children's learning and development, prior to the children leaving the setting, supports the transition process into school very well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	302891
Local authority	Rotherham
Inspection number	876683
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	16/10/2008
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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